DOCUMENT RESUME

ED 212 822 CE 031 294

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TITLE Alternatives in Vocational Teacher Education.
PUB DATE Dec 81
NOTE 8p.; Paper presented at the Annual Convention of the American Vocational Association (Atlanta, GA, December 6, 1981).

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Educational Innovation; *Educational Needs; *Faculty Development; Inservice Teacher Education; Needs Assessment; *Nontraditional Education; Preservice Teacher Education; *Teacher Education; *Vocational Education Teachers

ABSTRACT

Alternatives in vocational education personnel development may be considered for four areas: alternative audiences, alternative programs, alternative approaches, and alternative settings. Two major surveys of personnel development needs provide some data to use as a starting point for looking at alternative audiences. A 1979 study concluded that respondents showed a marked interest in staff development activities aimed at improving and strengthening vocational education's role by using business, industry, and labor resources; economic development and job creation; and improving students' school to work transition. They showed a preference for activities to strengthen and expand program development, planning, and evaluation skills in-state (rather than out-of-state). Overall staff development needs were for increasing effectiveness and delivery of vocational education. A 1980 assessment of vocational education teachers personnel development needs found that over 70% indicated need for (1) teacher education or inservice education, (2) information or services in working with special needs students, (3) help related to instructional techniques and curriculum development, (4) labor market supply-demand information, (5) state and federal legislation information, (6) help in conducting followup studies, and (7) youth unemployment information. (Two alternative programs are briefly described, and a short list of alternatives are provided.) (YLB)

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"Alternatives in Vocational Teacher Education"

AVA Presentation by Hester R. Stewart, Ph.D.

December 6, 1981, Altanta, Georgia

Georgia World Congress Center

One of the most promising prospects for the future of vocational education is that Federal legislation will authorize the development, implementation and evaluation of a cooperative, interdependent system for quality vocational education personnel development.

I am very proud to be a teacher educator in Vocational Education today and more importantly to be a "personnel development educator"!! It is crucial that we look at alternatives in vocational teacher education and, by the way, I do want to correct my topic to "Alternatives in Vocational Teacher Education" for I certainly believe there is no alternative to Vocational Teacher Education!

The last three years have provided the greatest experiences for me as a teacher educator--representing home economics on AVA's ad hoc committee on Teacher Ed, Staff Development and Professional Standards. Not the greatest because my role in working with professionals with like concerns has expanded--for it has; not the greatest because this committee has meant that a cross section of people involved in Vocational Education have attempted to look critically at enhancing our cooperative efforts because it has; but most importantly because I have begun to view teacher education as a major component of a "bigger something," personnel development; to work with Maude Zed and others in AVEPDA joint activities such as this seminar and to talk with and observe other educators as they work with a variety of vocational education personnel at all levels.

Today I want to share my thoughts about alternatives in vocational education personnel development and to try to enhance

1. your recognition of some alternatives as personnel development educators.

2. your identification of those essential needs expressed by vocational educators we serve.

3. your views of some alternatives which have been and are successful and which should be made known to persons who are making the legislative/funding decisions.

First I want to clarify my definition of alternatives as "those choices which we have in personnel development" or more simply "who will we serve;" how will we serve those groups? What are our priorities if funds are limited? My sabbatical leave this year is providing an opportunity to view some activities on-site and to also survey innovative programs which I want to share.

A major thrust has been to identify how cooperation in vocational education personnel development is enhanced through joint efforts of state departments, LEA's, teacher education institutions and supporting groups such as advisory councils and professional organizations.

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A preliminary "look" has revealed that the majority of personnel development activities are funded in states by use of federal monies. Thus I believe we may have to consider four alternative areas:

- Alternative Audiences
- Alternative Programs
- Alternative Approaches and
- Alternative Settings

First, who will we serve? Can we provide effective preservice, inservice and other staff development activities to vocational education personnel at all levels: the state division of vocational education; the teacher educator; the guidance counselor; the classroom teacher; the teacher's aide?

Second, what programs can we implement or continue to implement? Does our focus need to be on inservice alone? How will new teachers be prepared? How does the teacher educator or the state superintendent stay "updated."

Third, what alternative approaches can we use? What works best? Does the new teacher fresh from industry need a different approach for developing skills in lesson planning and other tasks?

Finally, what settings will we be in as we conduct personnel development activities? What are our choices? Are we willing to give up some of our traditions in teacher education?

To begin to look at alternative audiences we need to look at expressed personnel development needs of all vocational educators.

Two major surveys of personnel development needs provide some data as we look at groups to be served.

1). In 1979 Linda Cochran, through AVEPDA conducted a survey resulting in responses from over 1800 vocational educators and administrators. 38% represented LEAs; 20% represented 4 year College and University; 17% were SEA personnel with 25% from other groups.

This study's data, analyzed by the National Academy, revealed seven developmental areas.

They are:

1. Using business, industry and labor resources to improve the transition from school to work (N=574)

2. Strengthening vocational education's role in economic development and the creation of new jobs (N=467)

3. Improving student's transition from school to work (N=463)

4. Upgrading basic skills through vocational education (N=447)

5. Developing performance measures for vocational skill areas (N=446)

6. Using federal and state vocational education funds for program development (N=402)

7. Implementing program standards in vocational education (N=382)

Major conclusions were that:

1. Those responding showed a marked interest in attending staff development activities aimed at (1) improving and strengthening the role of vocational education by using business, industry and labor resources; (2) economic development and the creation of new jobs; and (3) improving students' transition from school to work.

2. Respondents showed a strong preference for attending professional development activities designed to strengthen and expand their program development, planning and evaluation skills.

3. The respondents' preference appears to be to attend a greater number of professional activities held in-state rather than out-of-state. This may imply that the Academy look more carefully at cosponsoring activities with state organizations, institutions, and agencies.

4. Overall staff development needs for increasing the effectiveness and delivery of vocational education were higher than overall needs for human and social adjustment and improvement through vocational education.

2). The most recent assessment of vocational education teachers personnel development needs is a survey conducted by NEA in 1980 with Carol Norman as research associate. She found, from a useable sample of 552 (71.6% return) that:

(43%, Public School K-12; 29% Comp. H.S.; 15% AUI Center; 1% Skill Center and 12% Voc-Tech School or Institute) (51% Secondary and 49% Post-secondary)

- 84% believe that programs in their schools cannot get along with less money and still provide an education

- 76% indicated a need for teacher education or inservice education

- 83% reported need for information or services in working with students with special needs

- 79% indicated need for help related to instructional techniques while 80% needed help with curriculum development

- over 50% indicated needs are considerable or crucial in planning instructional facilities, materials and equipment

- over 80% have some or a crucial need for labor market supply-demand information

- state legislation information was needed by over 79%

- federal legislation information was needed by over 76%

- help in conducting follow-up studies is needed by 78% of the vocational instructors

- youth unemployment information is needed by over 76%

- over 91% believe the Department of Education should provide development programs for updating the knowledge and skills in vocational education

- 53% believe minimal standards for vocational teacher certification should be established

- 53% believe that preservice preparation of vocational teachers is inadequate or somewhat adequate as also over 50% believe about inservice education

As we consider these expressed needs where will our priorities be?

If we believe that vocational education is dependent on well-trained concerned personnel at all levels it will be difficult to make choices or alternatives.

As we consider ways to meet personnel development needs I want to again share the work and concerns of others--first to look at alternative programs such as EPDA and the more recent Vocational Graduate Leadership Development Program.

Kay Clayton and Carol Sain recently shared a summary report of a follow-up study titled "The Career Status of Male and Female EPDA Awardees."

Over 80% of the 142 responses said that without the EPDA award the participants would not have gone to graduate school. Professional achievements in leading workshops, publishing and serving on policy boards and committees had expanded as a result of the EPDA awards and the vast majority felt that the award had a very positive impact upon their careers.

Reasons cited were:

- it enabled them to engage in full-time graduate study in vocational education

- it enabled them to earn an advanced degree in vocational education

- it enabled them to make important professional contacts

About the current Vocational Graduate Leadership Development Program, Dr. Donald Maley stressed in a presentation for the Association of Universities for Vocational Leadership Development that:

"The current economic conditions facing many of the universities have had an adverse effect on programs in vocational education as the offerings of the institutions move toward the traditional classical programs. The leadership development program provided quality students as well as a certain amount of financial assistance to help maintain the vocational graduate program. The graduate leadership development program in vocational education has been a highly successful program during the past decade. It has produced a broad range of leadership personnel, including positions as Director of Vocational Education, University Deans, Industry Executives, County and Local School Administrators, Community College Administrators and others."

Training of personnel through programs such as this will result in better management of vocational programs at the national, state and local levels and should have continuous federal funding according to Dr. Maley.

I am attempting to identify exemplary programs, approaches and settings for Vocational Education Personnel Development through an inresidence fellowship at the National Academy but want to share some alternatives either observed on site

or discovered in other ways. I will give no specifics about these alternatives due to time and my purpose is to only "whet your appetite" for personnel development ideas.

* Missouri's Joint Funded Inservice Workshops for Guidance Counselors in Sex Equity, Spec. Populations and Placement Concerns

* N.C. and VA's State-wide Personnel Development Plan beginning with Assessment of All Vocational Education to Implementation and Evaluation of Completed Activities

* Ohio's Joint Conference for Teacher Educators and State Department Staff each fall

* W. VA's Institutes to Up-date Vocational Teachers in All Program Areas

* FL's Occupational Specialist's Training Program. A new audience?

* Ohio State's PBTE Modules which provide a multitude of ways to meet personnel development needs

* PA's VITAL Program at Temple. The setting at Vo-Tech Schools with Individualized Activities and Evaluation of Teacher Growth as Major Components

* Missouri's Vocational Resource Educator Concept and Project LINK bring together Vocational Instructors of Special Needs and Other Special Needs Personnel. Another alternative audience?

These alternative audiences, programs and approaches need to be shared, as I stated before, with appropriate legislators and decision-makers.

To add to my list of alternatives I have planned a brief small group activity.

Will you stay where you are but quickly form groups of 5-6 people.

Christina Brown will give each group an "alternative" worksheet.

Will you in about five minutes share any programs, approaches, or settings you know about. Dr. Evans is testifying before Congressman Perkin's Committee on Wednesday and we'll let him add these ideas to his list of success stories.

Once you've completed your group's work we'll ask two or three people to share alternatives you've encountered. (See attached worksheet)

Thank you for sharing not only your thoughts but allowing me to express my interest in a vital topic for personnel development education.

VOCATIONAL EDUCATION ALTERNATIVES FOR MEETING PERSONNEL DEVELOPMENT NEEDS

Indicate the "Alternative Audience" being considered _____

PERSONNEL DEVELOPMENT NEEDS/SKILL AREAS	ALTERNATIVE SETTINGS	ALTERNATIVE PROGRAMS	ALTERNATIVE APPROACHES	COMMENTS
1. INSTRUCTION/TRAINING				
2. COMMUNICATION				
3. EVALUATION				
4. MANAGEMENT				
5. PROGRAM PLANNING				
6. MAINSTREAMING/SPECIAL GROUPS				